***GRASPS Frame***

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| ***G***  Real-World **Goal** | For students to explore the relationship between how people lived and how that is directly related to where they lived. |
| ***R***  A meaningful **role** for the student | The students take the role of a cartographer; students will be studying multiple maps to determine how the geographical layout of an area effected how people lived. Sociologist: students will use primary resources to evaluate the different gender and cultural influences in the north east effected how people lived. Economist; students will study the different products and resources that influenced the area. Archeologist; students will interoperate the different cultural influence that Native Americans used to influence this area. Reporter; students will use reporting skills to create artifacts to generate their time capsule. |
| ***A***  Authentic real-world (or simulated) **audience** | Future students to view the time capsule, library display, and audience of other fourth grade classes who have different time periods. |
| ***S***  A contextualized **situation** that involves real-world application(s) | Students will assume the jobs of cartographer, sociologies, economist, archeologist and reporter to acquire knowledge relating to the different attributes that created the Northeastern area of the United States. Students will use this information to find specific example for each area studied to complete their final project. |
| ***P***  Student-generated culminating **products** and **performances** | Students will create a time capsule that will exhibit one of each the following areas. A geographical influence, economic growth and resources attribute, Native American cultural influence, and social influences on the North Eastern area of the United States. Students will have to give a written explanation, picture blurb, or other entry to show the even and explain why they have included each artifact from the different topics (i.e., personal connection, interesting point, etc). Finally, how this influenced how people lived in the studied era. |
| ***S***  Consensus-driven performance **standards** for judging success | Students will be given oral instruction as well as a rubric, which includes expectations and requirements for each student’s time capsule project. |